


10th Grade Health

	Core Standards/Objectives Enduring Understanding	Skills	Concepts/Content Vocabulary	Essential Questions
1st or 3rd Quarter	<u>Enduring Understanding:</u> <ul style="list-style-type: none">• Definition of Health• Definition of Wellness• Lifestyle Factors• Life Expectancy• Healthy People 2012 goals• Behavior change	What is Health Identifying Health Risks Taking Responsibility for your Health Being a Wise Health Consumer	Health Life expectancy Quality of life Goal Physical health Mental health Emotional health Social health wellness	What two factors can be used to evaluate a person’s health and life expectancy and quality of life What are the aspects of health that are important for overall well-being? Heredity, environment, media, technology, health-care, and behavior are factors that influence health why? Before buying a product, consider safety, cost, the warranty, and consumer testing. Find out whether the person who will perform a service is qualified.
	Standards/Objectives: Emphasis Concepts Student will: <ul style="list-style-type: none">• Understand the definition of health and wellness• Identify lifestyle factors that affect one's health and life expectancy• Understand the leading causes of death for teens and adults and how to prevent these illnesses• Identify healthy people 2010 goals• Understand behavior change			
	Suggested Assessments and Learning Activities			
	Health risk assessment <ul style="list-style-type: none">• Discussion• Personal family health history• Test/Quizzes			

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1st or 3rd Quarter	<u>Enduring Understanding:</u> Standard 1: Students will demonstrate knowledge, skills, and strategies related to mental and emotional health to enhance self-concept and relationships with others.	. Recognize how personal self-concept relates to interactions with others. . Determine how adolescent brain development affects self-concept and social interactions. . Use decision making skills to solve problems. . Create personal goal-setting strategies to promote a healthy lifestyle. Identify positive ways to express emotions. . Explore the risk and protective factors of mental and emotional health. . Analyze how societal norms, cultural differences, personal beliefs, and media impact Choices, behavior, and relationships. . Apply stress management techniques. . Discuss strategies for suicide prevention. Explain the effects of mental disorders on individuals and society. Explore methods of managing inappropriate or harmful comments and advances from Others (e.g., bullying, cyber-bullying, peer pressure, sexual harassment).	Personality Psychologist Peer group Identity Self-esteem Self-actualization Hierarchy of needs Emotion Grief Coping strategy Defense mechanism	Why is it important for you to learn to deal with pressures in your life What are the different types of depression What are causes of depression What percentages of students are affected by depression Why is teen suicide becoming more frequent What are the five central traits to describe how people behave, relate to others, and react to change. Are personality traits influenced by heredity or environment or both Why is having good self-esteem important for making healthy decisions What are the seven steps to success What are 5 ways to build a positive self-esteem
	Suggested Assessments and Learning Activities			Learning Extensions
	Self esteem questionnaire Research project on mental disorders Discussion Group Work Role play Test/quizzes Informational Poster Depression Questionnaire			Pearson/prentice hall; Health book 2007 USOE

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1st or 3rd Quarter	<u>Enduring Understanding:</u> Standard 2: Students will use nutrition and fitness information, skills, and strategies to Enhance health.	Describe the primary nutrients and their functions. Evaluate how the United States Department of Agriculture's Seven Guidelines and the most current Food Pyramid can enhance proper nutritional choice.	Nutrient Metabolism Calorie Carbohydrate Fiber fat Unsaturated fat Saturated fat Cholesterol Protein Amino acid Vitamin ,mineral Dehydration Appetite Basal metabolic rate Body composition Body mass Overweight Obesity Digestion Enzyme Absorption Epiglottis	Why is a balanced diet necessary for you to function physically and mentally? What are the identifying factors of anorexia and bulimia? What are the four main recommendations constrained in the dietary guidelines for Americans? Briefly describe how heredity, activity level, and body composition can affect a person's weight Why is exercise an important part of weight loss program? List the three main functions of the digestive system in the order that they occur. What are the two ways that you can help keep your excretory system healthy?
	Standards/Objectives: Emphasis Concepts Key Describe the components and benefits of proper nutrition. <ul style="list-style-type: none"> Analyze how physical activity benefits overall health. Recognize the importance of a healthy body image and develop appropriate weight Management behaviors. 	Analyze and employ healthy food choices (e.g., reading food labels, calculating calorie Describe the elements of physical fitness (e.g., muscular strength and endurance, cardio Vascular endurance, flexibility, body composition). Develop strategies for maintaining life-long fitness and avoiding the consequences of inactivity. Explain how caloric intake and energy expenditure affect body weight. Explore the short and long term effects of poor nutrition and inactivity (e.g., obesity, Chronic diseases). Evaluate the strengths and weaknesses of various body-weight indicators (e.g., Body Mass Index [B.M.I.], waist circumference, body fat percentage calculators). Examine the causes, symptoms, and the short and long-term consequences of eating disorders Analyze the influence of media on body image.		
	Suggested Assessments and Learning Activities			Learning Extensions
	Written exam Class Discussion			Pearson/prentice hall; Health book

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1st or 3rd Quarter	<u>Enduring Understanding:</u> Standard 3: Students will demonstrate health-promoting and risk-reducing behaviors to prevent substance abuse.	Explain short and long term effects of alcohol, tobacco, and other drugs (e.g., brain development/function, the multiplier effect, fetal alcohol spectrum disorders). Describe the importance of guidelines for the safe use of medicine (e.g., over the counter drugs, prescription drugs, herbal supplements). Evaluate the impact that the use/abuse of alcohol, tobacco, and other drugs has on families and communities. Discuss risk and protective factors associated with alcohol, tobacco, and other drug use and abuse. Examine the impact of peer pressure on alcohol, tobacco, and other drug use and abuse. Evaluate media and marketing tactics used to promote alcohol, tobacco, and other drug products. Describe methods of professional intervention for those affected by addictions. Examine practices that will help support a drug-free lifestyle	Depressant Fermentation Intoxication Blackout Blood alcohol concentration Hangover Overdose Binge drinking Fetal alcohol syndrome Detoxification Withdrawal Rehabilitation Refusal skills Nicotine Smokeless tobacco Chewing tobacco Carcinogen COPD Chronic bronchitis Leukoplakia Over-the-counter drug Prescription drug Side effect Drug antagonism	What problems with substance abuse are there at our high school? Why do so many teenagers have problems with substance abuse? Why alcoholism is considered a family disease? What are the community resources available to assist substance abuse? How does the judicial system deal with juvenile offenders? How does drinking and driving affect others?
	Suggested Assessments and Learning Activities			Learning Extensions
	Observation Worksheets Written exam Role play Class Discussion			Pearson/prentice hall; Health book 2007 USOE

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2 nd or 4 th Quarter	<u>Enduring Understanding:</u> Standard 4: Students will demonstrate the ability to apply prevention and intervention knowledge, skills, and processes to promote safety in the home, school, and community	Develop strategies to avoid unhealthy or potentially dangerous situations. Explore how participation in healthy lifestyle activities includes safety considerations (e.g., safety equipment, including protective gear and seatbelts, exercise warm-up and cool-down, preparing for exercise in severe weather conditions). Describe how immediate response increases a victim’s chance for survival. Demonstrate proficiency in basic first-aid and Cardio-Pulmonary Resuscitation (CPR) and use of an Automated External Defibrillator (AED). Describe abusive behaviors (e.g., threats, harassment, bullying, assault, domestic abuse). Examine methods to prevent and report violence at home, school, and in the community Discuss use and misuse of current technology (e.g., Internet, email, websites, instant messages, cell phones). Determine the short and long term dangers of sharing private information when using current technologies	Health system Primary care physician Diagnosis Medical specialist Medical history Physical examination Premium Copayment Deductible Public health Quarantine World health	Describe the roles that three types of health care provides play in the healthcare system What is a primary care physician? What is diagnosis Why is it important to choose your doctor carefully What is included in a medical history What is the difference between a premium and a deductible What is the main goal of public health programs today What is a developing nation Describe the services provided by the world health organization
	Standards/Objectives: Emphasis Concepts  Identify personal behaviors that contribute to or detract from safety <ul style="list-style-type: none">Recognize emergencies and respond appropriatelyAssess and respond appropriately to harassment and violent behaviorsExamine the dangers of inappropriate use of current technology			
	Suggested Assessments and Learning Strategies			Learning Extensions
	Video Discussions Handouts Articles Demonstrations Test/Quizzes			Pearson/prentice hall; Health book 2007 USOE

	Core Standards/Objectives Enduring Understanding	Skills	Concepts/Content Vocabulary	Essential Questions
2nd or 4th Quarter	<u>Enduring Understanding:</u> Standard 5: Students will understand and summarize concepts related to health promotion and the prevention of communicable and non-communicable diseases.	Identify pathogens and how they are transmitted. Describe symptoms of common communicable diseases Identify short and long term effects of common non-communicable diseases (e.g., allergies, asthma, arthritis, cancer, cardiovascular disease, diabetes). Describe medical diagnoses and treatment for non-communicable diseases. Examine risk factors for common non-communicable diseases (e.g., environment, age, gender, family history, diet, body composition, risky behaviors). Discuss risk reduction and prevention methods for common non-communicable diseases including breast and testicular self exams. Recognize signs and symptoms of common sexually transmitted diseases (e.g., HIV/AIDS, chlamydia, gonorrhea, herpes, syphilis). Discuss the advantages of abstinence over other methods in preventing sexually transmitted diseases. Recognize the importance of early detection, testing and treatment for sexually transmitted diseases. Discuss economic, physical, mental, social, and emotional effects of non-communicable diseases.	Infectious disease Pathogen Bacteria Virus Immunization vaccine Immune system Antibiotic Epidemic Sexually transmitted infection Vaginitis Chlamydia Gonorrhea Genital herpes Syphilis HIV/AIDS	What is pathogen What is a virus? How are viruses different from bacteria? What are four ways that infectious diseases can spread? Name five physical and chemical defenses that prevent pathogens from entering your body What is an antibiotic? Describe five symptoms that should prompt you to seek medical care What is a sexually transmitted infection? What are three risky behaviors that contribute to the current STI epidemic? Explain how practicing abstinence, avoiding drugs, and your choices of friends can help you avoid STI's. What are the three of the most common STI's? List the symptoms of hepatitis, gonorrhea, genital herpes, and syphilis Explain how HIV affects the immune system and how it eventually leads to AIDS What are three behaviors that can help you avoid HIV infections? What does HIV-positive mean
	Standards/Objectives: Emphasis Concepts Key Explain the transmission and prevention of communicable diseases <ul style="list-style-type: none"> Analyze the effects of non-communicable diseases. Analyze the impact of sexually transmitted diseases including human immunodeficiency Virus (HIV) and acquired immune deficiency syndrome (AIDS) on self and others Analyze the impact of disease on self and society 			
	Suggested Assessments and Learning Strategies			Learning Extensions
	Guest speakers from public health department/school based health center. Test/ quizzed video			Pearson/prentice hall; Health book

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2nd or 4th Quarter	<u>Enduring Understanding:</u> Standard 6: Students will demonstrate knowledge of human development, social skills, and strategies that encourage healthy relationships and healthy growth throughout life.	<p>Review the anatomy and physiology of the male and female reproductive systems. Identify physical, mental, social, and emotional changes that occur from adolescence through late adulthood. Explain genetic influences on growth and development. Describe fertilization, fetal development, the birth process, and personal choices that may affect the fetus (e.g., nutrition, the use of alcohol, tobacco, other drugs). Describe how the developing brain impacts choices and behaviors. Identify characteristics necessary for healthy relationships (e.g., communication, empathy, confidence, trust, mutual respect). Develop and use effective communication skills including being able to discuss questions on sexuality with parents and/or guardians. Develop strategies for preventing sexual harassment. Analyze how personal values impact dating behaviors. Identify skills for maintaining healthy relationships, and discuss unhealthy behaviors in dating and other personal relationships (e.g., violence, coercion, selfishness, manipulation, aggression, drug use). Demonstrate refusal skills as they apply to situations involving pressure to be sexually active, and identify alternative strategies that support the decision to abstain from sexual behavior. Evaluate messages about sexuality from society, including the media, and identify how those messages affect attitudes and behaviors.</p>	<p>trimester labor cesarean section Abstinence Refusal skills Sexual harassment Unhealthy behaviors Fidelity Adoption Self-examinations</p>	<p>List four healthy habits that a pregnant woman should adopt before and during pregnancy. About how long is each trimester of a pregnancy? Describe what happens during labor? What is a cesarean section? What is abstinence? What are some refusal skills and alternative strategies that support the decision to abstain from sexual behavior? What is the messages society sends about sexual behavior? What are some resources and service that may help with personal or relationship issues?</p>
	<p>Standards/Objectives: Emphasis Concepts</p> <p>Key Describe the physical, mental, social, and emotional changes that occur throughout the life cycle.</p> <ul style="list-style-type: none"> Describe the interrelationship of physical, mental, social, and emotional health. Establish guidelines that promote healthy and positive dating relationships Understand the importance of abstinence, the responsibilities related to sexual development, and the challenges associated with teen and/or unintended pregnancies 			

		<p>Describe how sexual abstinence before marriage and fidelity after marriage contribute to overall wellness (e.g., physical, mental, social, emotional).</p> <p>Analyze the responsibilities, joys, demands, and challenges of parenthood.</p> <p>Identify means of prevention of early and/or unintended pregnancy and sexually transmitted diseases (e.g., abstinence, disease prevention, contraception/condom use).</p>		
	Suggested Assessments and Learning Strategies			Learning Extensions
	Guest speakers from public health department/school based health center. Test/ quizzed video			<p>Pearson/prentice hall; Health book 2007</p> <p>USOE</p>

